
PQAS PROFESSIONAL DEVELOPMENT MODULE FORMAT AND INSTRUCTIONS

The following provides PQAS applicants with the format and instructions for preparing the Professional Development Module to be submitted to PQAS approval. An example of a Professional Development Module has been prepared using this format. Please see the PA Keys to Professional Development Sample Professional Development Module on the PA Keys website at www.pakeys.org, Professional Development, PQAS, Applications.

In addition to examining the sample PD Module, applicants should review the criteria used for scoring PD modules to ensure that the PD Module has sufficient detail to allow the Peer Reviewers to make their assessments in the areas of content, organization, and presentation. Please see the PD Scoring Rubric on the PA Keys website at www.pakeys.org, Professional Development, PQAS, Applications.

The Professional Development Module submitted to PQAS for review should contain the following parts:

- The Overview of the Professional Development Module
- The Professional Development Module
- Power point, if applicable
- All handouts that you would use to deliver this professional development module

OVERVIEW OF PROFESSIONAL DEVELOPMENT MODULE

Please use this as your Overview template. The following provides the required format for the Overview, along with instructions of what should be included in this part of the Professional Development Module.

NO PERSONAL INFORMATION, please replace name with "Instructor".

1. Course Title	
2. Course Type	PQAS Approved
3. Level of Training	<input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/> C3
4. Description:	<i>Instructions: Add a descriptive overview of the course as a preview in the course catalog. (75-100 words)</i>
5. Course Owner Information	<i>Instructions: Choose the option that best fits the course ownership of this course.</i> <input type="checkbox"/> Created by Myself <input type="checkbox"/> Created and Owned by My Organization <input type="checkbox"/> Published by Others
6. Category	<i>Instructions: Select the age group that best represents the information presented in your course.</i> <input type="checkbox"/> Infant <input type="checkbox"/> Toddler <input type="checkbox"/> Preschool-PreK <input type="checkbox"/> School-Age <input type="checkbox"/> Business
7. Course Hours	<i>Instructions: Enter the hours of the course. Your sample module must be at least 2 hours, but no longer than 4 clock hours, excluding breaks. Please note, courses can be longer than 4 hours once approved for PQAS.</i> <input type="checkbox"/> 2 Hours <input type="checkbox"/> 3 Hours <input type="checkbox"/> 4 Hours
8. Knowledge Area	<i>Instructions: Enter the number of hours for each Knowledge Area that best represents the overall content area of the course. You may multi-select the number of hours that you enter for specific content areas.</i> <input type="text"/> Child Growth and Development <input type="text"/> Curriculum and Learning Experiences <input type="text"/> Family, Schools and Community Collaborations and Partnerships <input type="text"/> Assessment <input type="text"/> Communication <input type="text"/> Professional and Leadership <input type="text"/> Health, Safety and Nutrition <input type="text"/> Organization and Administration

<p>9. CDA Content Area</p>	<p><i>Instructions: Enter the number of hours for each CDA Content Area that best represents the overall content area of the course. You may multi-select the number of hours that you enter for specific content areas.</i></p> <p> <input type="checkbox"/> Principles of Child Growth & Development <input type="checkbox"/> Social & Emotional Development <input type="checkbox"/> Productive Relationships with Families <input type="checkbox"/> Observing & Recording Behavior <input type="checkbox"/> Physical & Intellectual Development <input type="checkbox"/> Maintaining Professionalism <input type="checkbox"/> Safe, Healthy Learning Environment <input type="checkbox"/> Effective Program Operation </p>
<p>10. Prerequisites</p>	<p><i>Instructions: Optional; List and prerequisites or advanced preparation required for participants of this training. Only required if there are prerequisites for the course.</i></p>
<p>11. Learning Objectives</p>	<p><i>Instructions: The learning objectives should clearly align with the course description, the needs assessment and the Core Knowledge Competencies. The objectives answer the question "What will the participant learn, and be able to do after taking this training?" Two hours of training might only address one or perhaps two objectives. You should be able to assess if the objectives have been met.</i></p>
<p>12. Core Knowledge Competency</p>	<p><i>Instructions: Enter the Pennsylvania Core Knowledge Competencies for Early Childhood & School-Age Professionals. These competencies will align with your course learning objectives previously listed.</i></p> <p><i>Example: K3.5 C2-Use knowledge about concerns, stressors, and/or crises to enhance interactions with families and provide needed supports.</i></p>

<p>13. Diversity/Inclusion</p>	<p><i>Instructions: Briefly explain how cultural diversity and inclusion will be addressed within this training.</i> <i>Example: If the training is on diaper changing, one way to address diversity would be to discuss how the diaper changing process can be more enjoyable for infant when the changer speaks and sings in English as well as the child's home language. One way to address inclusion would be to discuss how some older children with disabilities may still need to wear a diaper in the older preschool room, and how classroom staff need to have diapers available and a changing area set up to accommodate the child's needs.</i></p>
<p>14. Outline of Training Content, Training Methods, and Training Timeline</p>	<p><i>Instructions: Does the content reflect and support the objectives? Briefly describe each section of the training, including the content, the methods to be used, and the estimated time to complete each section. The trainer may include the training outline that will be distributed to the participants. Training content must be consistent with sound theories and principles of child development, professional development competencies, quality standards, best practices, and licensing regulations. The trainer must connect the content to practical application. The content outline should include content that supports each objective and competency goal indicated.</i></p>
<p>15. Training Activity</p>	<p><i>Instructions: In this section, the trainer should describe what participants will be doing in the course. The instructor may submit an example of a specific training activity. Include details of what the participants will do during the activity, how the activity addresses a training objective, and how this activity is assessed to determine success in meeting the objective.</i></p>
<p>16. Assessment of Learning Objectives</p>	<p><i>Instructions: How will you evaluate what participants have gained from your session? Please provide an example that relates to your learning objectives. Examples include Pre/post-test, asking questions, debriefing, culminating projects and opportunities for participants to follow up with fellow participants of the training.</i></p>

<p>17. Training Materials List</p>	<p><i>Instructions: Provide a list of materials (flip chart, video, books, etc.) needed for the training. You may want to include copies of handouts, power point, and all printed materials with reference and copyright information. This information will not be seen by the public, but would be beneficial for other instructors that are approved to instruct this course.</i></p>
<p>18. References:</p>	<p><i>Instructions: List the resources that reflect current knowledge and support evidence based practice, including diversity and inclusion. Provide titles, authors, and sources.</i></p>
<p>19. Handouts</p>	<p><i>Instructions: List any handouts for participants.</i></p>

20. Target Audience	<i>Instructions: Select the Target Audience.</i> <ul style="list-style-type: none"><input type="checkbox"/> Administrators<input type="checkbox"/> Directors<input type="checkbox"/> Center Staff<input type="checkbox"/> Family/Group<input type="checkbox"/> Head Start/Early Head Start<input type="checkbox"/> Early Intervention<input type="checkbox"/> Parent Educators<input type="checkbox"/> Home Visitors<input type="checkbox"/> Early Child Mental Health<input type="checkbox"/> Pre-K Counts<input type="checkbox"/> Trainers<input type="checkbox"/> Coaches/Mentors
21. Ages Addressed	<i>Instructions: Select the Ages Addressed.</i> <ul style="list-style-type: none"><input type="checkbox"/> Infants<input type="checkbox"/> Toddlers<input type="checkbox"/> Preschool<input type="checkbox"/> Pre-Kindergarten<input type="checkbox"/> Kindergarten<input type="checkbox"/> School-Age<input type="checkbox"/> Adult

PROFESSIONAL DEVELOPMENT MODULE

Please use this as your PD Module template. The following provides the required format for the PD Module, along with instructions of what should be included in this part of the application.

1. Time: *In consideration of adult learning principles, the time frame is appropriately broken down by Content and Presentation Method, and time allotted for the module is appropriate.*
2. Content Outline and Description: *Module components are written with enough detail that another instructor could present the session as intended without any questions. The amount of content being presented appropriately supports adult learning and comprehension. The flow of the module provides a balance between content instruction and activities.*
3. Presentation Methods: *Module should utilize at least three different presentation techniques, at least one of which is a collaborative activity (may include: ice breakers, small group activities/exercises, role playing, lecture, brainstorming, walk & talk, think/pair/share, etc).*
4. Handouts/Materials: *All materials/handouts support the content of the module and the competency level identified in the overview. All materials/handouts are labeled (typed, not hand-written) with identifying information, cited (must contain all components of APA/MLA style) in the overview, and listed in the module. This includes materials created by the instructor.*

(TITLE OF COURSE)

Time	Content Outline and Description	Presentation Methods	Handouts/ Materials